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AUTHOR Scott, David C.
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ABSTRACT

Bakersfield City College reports on a followup study done to evaluate their Food Service Management Program. The program offers courses in three areas: certification and skill updating for those already employed in school cafeteria work, an A.A. degree program, and avocational courses for extended day students. Identical questionnaires were sent to the 65 cafeteria workers and 21 degree candidates. Of the 45 responding workers, most had entered school cafeteria work because of previous experience, inner motivation, or the good working hours. A majority had supervisory responsibility, had held their current position five years or more, and were paid below $5,000 annually. Whereas most of these school workers were middle-aged females, 10 of the 14 responding A.A. degree candidates were young (21-25) males. Most were employed in institutions other than schools and were less experienced and better paid than school workers. Both the workers and the degree candidates found their courses useful in providing skills for advancement. They suggested a broader variety of courses, especially for the school lunch programs. The avocational students, in a separate survey, indicated an interest in more variety beyond the Modern Buffet, Foreign Foods, and Wines courses now available. They suggested that more avocational courses be taught in the evening. (MJK)

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FOOD SERVICE FOLLOW-UP STUDY

David C. Scott

Office of Institutional Research

Bakersfield College

September 1974

JC 750 026

Introduction

Until instillation of the Student Accountability Model (SAM) which will provide an occupational follow-up system on a sustained basis, the Office of Institutional Research periodically throughout the year will engage in studies designed to ascertain the impact of various career programs on Bakersfield College students.

The first such study completed in August 1974, concerned the Registered Nurse and Licensed Vocational Nurse programs at Bakersfield College.

The purpose of this study is to supply information that will improve the quality of Food Service courses in three areas at Bakersfield College:

1. Courses for certification and skill up-dating for those already employed in cafeteria work.
2. Two year A.A. Degree program.
3. Extended day food service courses.

The study has been conducted with the cooperation of Fred Ittner, Dean of Occupational Education, and Byron Harris, Coordinator of Food Services.

The study is divided into five parts:

I. Methodology
II. Results of responses to questionnaire items
III. Evaluative comments on and recommendations for Food Service Program
IV. Summary, Conclusions and Recommendations
V. Samples of questionnaires, letters, cards

Part I.

METHODOLOGY

Lists of students to take food service courses at Bakersfield College for the last two years were obtained from Byron Harris, Food Service Co-ordinator. These lists included addresses and telephone numbers of the students.

The following numbers were included:

Cafeteria workers	67
A.A. Degree program	25
Extended day program	54
Total	146

Questionnaires designed by Byron Harris and the Institutional Research Director, covering letters and a stamped, addressed return envelope were mailed July 26, 1974.

Identical questionnaires were sent to cafeteria workers and A.A. Degree program graduates. Twenty-eight of the thirty questions were constructed so that replies could be converted, for calculation purposes, to a computer data card. Two questions specifically sought written responses - these dealt with the strong and weak points of the Bakersfield College Food Service program and with desired additional food service curricula that could be offered through Bakersfield College.

Computerized questions can be grouped under the following categories:

1. biographical -- sex, age, high school graduation status;

2. employment information -- what influenced respondent to go into food service as an occupation, whether employed or not, full time or part time, community in which working, title of job, primary setting of employment, length of time at present job, expectation of where will be employed in the future;
3. attitudes toward effectiveness of Bakersfield College in preparing the respondent for employment or aiding him or her in developing additional job skills;
4. attitudes toward future food service courses at Bakersfield College.

The extended day questionnaire was designed to be sent to a group of students who had taken, or in the past, had expressed an interest in one or more of the following four courses:

Modern Buffet

Wines

Foreign Foods

Food Preparation for Men

Since almost all of the potential respondents had taken the course for avocational rather than vocational reasons, the instrument sent to this group was restricted to eighteen questions designed to determine which of the courses the respondent had taken, how they reacted to the course, and what future avocational food service courses they would like to see offered.

Questionnaires were color coded -- school cafeteria workers - white; A.A. Degree - yellow; extended day - buff.

Return of the questionnaires occurred as follows:

Date	Number of Returns	Comments
August 9, 1974	52	First telephone follow-up
August 15, 1974	69	Second telephone follow-up
August 24, 1974	83	Deadline in letter and third telephone follow-up
August 28, 1974	92	Last questionnaire returned

Fifty-five recipients were telephoned about returning the questionnaires; twenty-nine (52.7%) responded to calls by returning the instrument. Only six questionnaires were returned by the post office because of incorrect address. Excluding these six, rate of return for those actually receiving the questionnaire was as follows:

Type of Program	Number Received	Number Returned	Percent Returned
Cafeteria worker certification	65	45	69.2
A.A. Degree	21	14	66.7
Extended day	54	33	61.1
Total	140	92	65.7

After the ninety-two responses had been converted to a data card, the cards were run through the computer. Written responses were totalled and analyzed. Results of these calculations comprise Part II and Part III.

Part II.

RESULTS OF RESPONSES TO QUESTIONNAIRE ITEMS

The information that follows gives the number and percentage responses of food service students to different items in the questionnaires.

Responses are presented in the following order:

A. School Cafeteria Workers

B. A.A. Degree Program

C. Extended Day Program

A. School Cafeteria Workers

As noted in Part I, forty-five of sixty-five (69.2%) Food Certificate students responded to the mailing. Thirty of the forty-five (66.7%) had taken their last food service course in Spring of 1974, ten (22.2%) had taken their last course in 1973 and five in 1972.

Those involved in the courses clearly can be classified as older students as the ages of respondents indicates:

21 -- 25	1	(2.3%)
26 -- 35	4	(9.3%)
36 -- 50	21	(48.8%)
51 -- 65	17	(39.5%)

Twenty-eight of the group (62.2%) had graduated from high school, seventeen (37.8%) had not. Fourteen (42.4%) believed the counseling they had received in high school was inadequate.

Respondents had gone into school cafeteria work as an occupation for the following reasons:

Previous experience in food service	15	(34.1%)
Inner motivation	13	(29.6%)
Hours of job enabled me to be home with children	7	(15.9%)
Uncertain	2	(4.6%)
Influence of relative	1	(2.3%)
High school counseling	1	(2.3%)
Needed a job	1	(2.3%)

Promotion opportunities	1	(2.3%)
Friend working in food service	1	(2.3%)
Needed something to do after children gone	1	(2.3%)
Love to cook	1	(2.3%)

All forty-five were currently employed in the food service area; thirty-seven (82.2%) full time, eight (17.8%) part time. Of those employed part time, only one wished to be working full time. Forty-three (95.6%) were working in a school cafeteria.

A majority had supervisorial responsibility as the following responses to a question on title of position indicates:

Manager	23	(52.3%)
Cook	15	(34.1%)
Assistant Manager	4	(9.1%)
Baker	2	(4.6%)

Most salaries were less than $8,000 as salary breakdown indicates:

Below $4,000	19	(43.2%)
$4,000 to $6,000	12	(27.3%)
$6,000 to $8,000	10	(22.7%)
$8,000 to $10,000	3	(6.8%)
Above $10,000	0	

Other questions concerning employment yielded the following results:

How long have you held your current position?

Less than one year	3	(6.7%)
One year	3	(6.7%)
Two years	3	(6.7%)
Three years	5	(11.1%)
Four years	2	(4.4%)
Five years	11	(24.4%)
More than five years	18	(40.0%)

Have you held other positions between the time you left Bakersfield College and your present position?

Yes, 5 (13.2%) No, 33 (86.8%)

If your response is yes, were these positions in the food service industry?

Yes, 3 (60%) No, 2 (40%)

All forty-five were working in Kern County, all desired to remain in Kern County and forty-four expected to do so.

Questions concerning attitudes toward Bakersfield College courses yielded the following results:

Did your courses at Bakersfield College assist you in functioning effectively in your present position?

Yes, 40 (95.2%) No, 2 (4.8%)

Did your courses at Bakersfield College enable you to advance in your present position?

Yes, 23 (54.8%) No, 18 (42.9%) Uncertain, 1 (2.4%)

How well did your food service program relate to the actual work you are now doing?

Very well	19	(42.2%)
Satisfactorily	22	(48.9%)
Poorly	4	(8.9%)

Course content in the Bakersfield College food service program was -

Excellent	15	(34.9%)
Good	19	(44.2%)
Adequate	8	(18.6%)
Poor	1	(2.3%)

How interesting or challenging did you find your Bakersfield College food service course work including any field experience or work experience?

Very interesting	20	(46.5%)
Interesting	17	(39.5%)
Satisfactory	6	(14.0%)
Dull	0	

Did you feel the food service program staff was supportive when you needed aid and encouragement or advice?

Very definitely	33	(80.5%)
Fair	7	(17.1%)
Poor	0	
No help at all	1	(2.4%)

Are there additional food service courses which you would like to see offered at Bakersfield College?

Yes, 26 (66.7%) No, 13 (33.3%)

If the course or courses were offered, would you take them?

Yes, 26 (83.9%) No, 3 (9.7%) Maybe, 2 (6.5%)

The following conclusions can be drawn concerning the Bakersfield College program for school cafeteria workers:

1. Bakersfield College courses were extremely effective in aiding respondents to function well in their present positions, but less effective in providing skills for advancement.

2. Course content, realism of curricula and interest of courses generally received a high rating.

3. Highest ranking was to the staff for offering aid and encouragement.

4. High interest was expressed in future continuing education courses at Bakersfield College.

5. Further reactions to the Bakersfield College program will be indicated in Part III which summarizes written responses.

B. A.A. Degree Program

Ten of the fourteen respondents (71.4%) were male. Four (28.6%) had completed their last food service course in 1974, eight (57.1%) in 1973, one (7.1%) in 1972, and one (7.1%) in 1971. Ten (71.4%) had already received the A.A. Degree.

Unlike the cafeteria worker program, respondents were in younger age brackets as the following indicates:

21 -- 25	8	(57.1%)
26 -- 35	4	(28.5%)
36 -- 50	1	(7.1%)
51 -- 65	1	(7.1%)

All had graduated from high school, but ten believed their high school counseling to be inadequate.

The following reasons were given for going into a two year food service program:

Previous experience in food service	6	(42.9%)
Inner motivation	4	(28.6%)
Influence of relative	2	(14.3%)
High school or college counseling	1	(7.1%)
Other	1	(7.1%)

All respondents reported they were employed (four part time and ten full time), but only nine (64.3%) were employed in the food service area.

Questions concerning employment yielded the following responses:

What is the title of your position?

Cook	4	(36.4%)
Manager	3	(27.3%)
Chef	2	(18.2%)
Assistant Manager	1	(9.1%)
Dietician	1	(9.1%)

What is the approximate annual salary?

Below $4,000	5	(38.5%)
$4,000 to $6,000	1	(7.7%)
$6,000 to $8,000	0	
$8,000 to $10,000	6	(46.2%)
$10,000 to $12,000	1	(7.7%)

How long have you held your current position?

Less than one year	6	(46.2%)
One year	4	(30.8%)
Two years	0	
Three years	1	(7.7%)
Four years	1	(7.7%)
Five years	1	(7.7%)

Have you held other positions between the time you left Bakersfield College and your present position?

Yes, 8 (66.7%) No, 4 (33.3%)

If your response is yes, were these positions within the hospitality (food service) industry?

Yes, 5 (62.5%) No, 3 (37.5%)

What is the primary setting of your present area of employment?

Institution other than school	7	(70%)
Resort	1	(10%)
Restaurant	1	(10%)
School	1	(10%)

Are you employed in Kern County?

Yes, 10 (71.4%) No, 4 (28.6%)

If you are working in Kern County, would you like to remain in Kern County?

Yes, 8 (88.9%) No, 1 (11.1%)

Do you expect to remain in Kern County?

Yes, 6 (60%) No, 3 (30%) Uncertain, 1 (10%)

Summary comments are hard to make when a sample includes only fourteen individuals, but the following points could be made:

1. Jobs held seem to cover a wide variety of positions and places worked.

2. The inexperience of the respondents is indicated by the amount that had held jobs one year or less (10).

3. Mobility appears to be great. Two-thirds had held positions between the time they left Bakersfield College and their present position.

4. Salaries tended to be either above $8,000, or below $4,000, with little in between.

5. Most were working in Kern County and evidently were going to continue to work in Kern County.

Questions concerning attitudes toward Bakersfield College courses resulted in the following responses:

Did your courses at Bakersfield College assist you in functioning effectively in your present position?

Yes, 11 (84.6%) No, 2 (15.4%)

Did your courses at Bakersfield College enable you to advance in your present position?

Yes, 10 (76.9%) No, 3 (23.1%)

How well did your food service program relate to the actual work you are now doing?

Very well	8	(61.5%)
Satisfactorily	2	(15.4%)
Poorly	3	(23.1%)

Course content in the Bakersfield College food service program was -

Excellent	6	(42.9%)
Good	4	(28.6%)
Adequate	4	(28.6%)
Poor	0	

How interesting or challenging did you find your Bakersfield College food service course work including any field experience or work experience?

Very interesting	9	(69.2%)
Interesting	2	(15.4%)
Satisfactory	0	
Dull	2	(15.4%)

Did you feel the food service program staff was supportive when you needed aid and encouragement or advice?

Very definitely	7	(50.0%)
Fair	6	(42.9%)
Poor	1	(7.1%)
No help at all	0	

Are there additional food service courses which you would like to see offered at Bakersfield College?

Yes, 10 (83.3%) No, 2 (16.7%)

If the course or courses were offered, would you take them?

Yes, 13 (100%) No, 0

From these responses, the following conclusions can be drawn:

1. Bakersfield College courses were highly useful to the respondents in providing skills both to function well in their present position and to advance in their profession.

2. Curricula were judged to be highly realistic, interesting and challenging.

3. The staff did a good job of offering aid and encouragement to respondents.

4. A high interest was expressed in future continuing education courses at Bakersfield College. Specific suggestions for the program will be summarized in Part III.

C. Extended Day Program

Of the thirty-three who responded to the questionnaire on the extended day avocation type food service courses, the following number reported

having enrolled in these courses:

Modern Buffet	27	(81.8%)
Wines	5	(15.2%)
Foreign Foods	2	(6.1%)
Food Preparation for Men	0	

Two respondents had taken both Modern Buffet and Foreign Foods; one had taken Modern Buffet and Wines; two had taken none of the four courses.

Enthusiasm for the Modern Buffet course was great. Ratings were as follows:

Interesting	22	(81.5%)
Satisfactory	4	(14.8%)
Dull	1	(3.7%)

Twenty-two (81.5%) said they had been able to use the skills at home that they had derived from the course. A great concern was expressed that the enrollment in the course (about 50) had been too large for the instructor to be completely effective. Written responses included in Part III further substantiate this point.

Three of the five to take the Wines course rated it interesting; two rated it satisfactory; all five said they had been able to use the skills they had derived from the course. The two who had taken Foreign Foods rated it tops in interest and skills provided.

Twenty-nine (87.9%) of the respondents said they would take one or more of the four courses if they were offered again; nineteen felt courses in addition to these should be offered. Specific suggestions for courses are listed in Part III.

Part III.

EVALUATIVE COMMENTS ON AND RECOMMENDATIONS FOR FOOD SERVICE PROGRAM

A. School Cafeteria Workers

Those involved in the food service certification program were generally enthusiastic about a program which they felt both gave them the courses for certification and upgraded their skills.

Several elementary school cafeteria workers desired that more work be offered which would benefit them specifically. They particularly wanted material dealing with nutrition and making food attractive and tasty for grade school children.

Other areas suggested for additional course coverage were food cost pricing and controls, sanitation and safety, work simplification and labor saving when cooking for large groups, and baking.

Some respondents believed the class size was too large for the instructor to work effectively with all students.

Some representative comments were:

"Not enough night classes."

"Need more definite details of what type of reports are expected of students for the course."

"Books don't have everything. Need more work experience for students."

"Good film strips, useful materials and field trips; liked speakers."

"Good classes for beginners but not for people with experience."

"I sincerely believe we need more classes that pertain to the Type A Lunch Program. We have to meet certain standards to get the aid we need to survive in the School Lunch Program. Many of the younger workers have no idea how to plan a menu to meet the Type A Program."

"I've found no weak points in the programs I have taken. I've found it all most informative and challenging. Mr. Harris and Mrs. Mdodana make all their classes exciting and are very helpful and concerned about their students."

"When you take your exam or test, everyone in the room should be quiet so they won't disturb others. Also, offer more classes in the summer."

"Very few courses were of value to the school lunch program except to give credit for a pay raise. It seems as though some type of program could be arranged specifically for those in this certain area of food service. Perhaps courses for school cooks, bakers, etc., using recipes that are used by the schools and demonstrations in this area of food service would be helpful to those beginning in this line of work."

"I don't feel there are strong or weak points. I was satisfied with the material presented, realizing that each course cannot relate entirely to the school program (which is my main interest). I learned a lot, the material was presented well, and it all seemed worth while. One phase I feel is a little unfair is that a person is unable to take the quantity cooking course without first completing the Nutrition and Menu Planning courses. I really don't see the objective there."

"Most of my classes at the college have been pretty good, but I should explain one very important weak point. I took a menu planning class. I didn't know anything about it when I went in, and even less when I came out. The teacher that is teaching the class should work more with the person that knows less."

B. A.A. Degree Program

Comments on instruction and curricula in food services were generally favorable. Suggestions for additional courses in the program were sparse; three respondents felt a greater emphasis on bakery was needed; other courses, each receiving one vote, were keeping accounts and records, egg

cookery, and beverages.

Some representative comments were:

"Courses were interesting but the instructors aren't demanding enough."

"I did not get my degree due to poor counseling."

"Some teachers played favorites with some of the students and were of no help to others."

"I worked hard but did not receive the grade I think I deserved."

"One professor helped me a lot with my classes and got them together for me. The professor helped me with getting leads on jobs, and he helped me in many ways. The weak points are that every professor wants to be a chief and no one wants to be a worker. Most of the people in food service want to run the whole show. You can't run a food service sitting behind a desk. They don't have a big enough kitchen to handle all the students they want to feed. It's impossible. More beverage courses for an A.A. in Food and Beverage instead of just Food Management; Purchasing and Records in Beverages, the Study of Wines and Foods, actual work experience in the field, and Modern Buffet class for the student."

"I do not believe the courses were effective in that they would assist me in any way if I were currently employed. You learn a lot on your own. The courses are not detailed enough. I learned more from Professor Byron Harris and I wish there would have been more classes taught by him or the other professor(s) would be associated or familiar with all aspects of the field like Mr. Harris. He was always there and willing to help. There need to be classes taught with more details to prepare one for their future employment. The more important classes should be offered every semester."

"The instructors that were the most help to me were pushed in the background. I had two instructors that were excellent and I had one, she rated zero in my book. The work wasn't distributed evenly enough to all workers. The students could tip out without anyone knowing - the others left were held responsible to finish and clean up, which was unfair."

"Good leadership. Need more actual experience on outside application. Good association with people - all kinds (P.R.). Need to teach more vividly how to work better with staff or supervisors."

"In my opinion you have only one person on your staff that knows anything about the food service industry. The other one is just a dietician who has never really worked in a restaurant. I have worked as a cook in town here, also Los Angeles and Las Vegas, Nevada. I have never seen a place run the way you teach the ones

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who have never worked at a place before; I don't believe they could hold a job with the training you give them. Maybe, just maybe, if you can get someone who is not a teacher or dietician and keep him from being run off by dieticians, you may be able to really help your students keep a job. Just because I didn't have a B.A., only 16 years experience in this field, I was more or less told I didn't know anything about the field. If you people with your degrees would listen to some of us, we could have and still could help you with your courses."

"Strong points are: Individualized help for students eager to learn; well equipped kitchen; work experience for college credit; instructors often open for suggestions for work simplification and new programming. Weak points are: Food service head and instructors clash in opinions, often not resolving problems; not enough staff (or extra student) help in the kitchen; too many programs (Renegade Dining Room, pre-school, dorms, and other demonstrative classes) going on in the kitchen, resulting in overcrowding and inconveniencing."

C. Extended Day Program

Several students were concerned over what they felt was an inordinantly high enrollment in Modern Buffet. They recommended class size in future courses be lower to avoid over dependance on lecture presentation of materials.

Numerically, course recommendations were as follows:

Foreign Foods	21
Wines	14
Gourmet Cooking (not necessarily foreign foods)	5
Food Economy	4
Food Preparation for Men	4
Modern Buffet	2
Baking and Pastry	2
Cooking with Natural Foods and Grains	1
Ice Carving	1
How to Debone a Chicken and/or Turkey	1

Some representative comments were:

"In view of our present economy, I would like to see a course taught that would teach the use of economy foods (there must be some); the use of leftovers (and planning for leftovers); quantity buying, etc. In other words, a course on how to live better with less."

"Courses at night possibly for couples in specific areas or specialty areas. The influx of young people to town who work could benefit greatly. Cooking is of interest to all, especially men. A course in wine and wine-food preparation and presentation could be of interest, i.e. Julia Child in manner."

"I believe courses which the modern homemaker would enjoy are those primarily in the field of successful entertaining; such as a course on the art of giving a successful party; the tricks and shortcuts which could enhance any party. Also, more classes offered specifically for men; such as wine tasting or cooking classes. It seems more and more men are taking an interest in wines."

Part IV.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Following are the major findings and some of their implications that can be derived from this study:

1. The high degree of interest in food service courses was demonstrated by the approximate two-thirds rate of return of the questionnaires.
2. School Cafeteria Workers:
   A. School cafeteria workers involved in Bakersfield College courses were older than the average student (three-quarters over thirty-six); three-quarters had worked in their position five or more years; more than sixty percent had supervisorial positions; all forty-five indicated they planned to continue to work in Kern County in the future.
   B. Salaries were low, seventy percent below $6,000, but this appears to be due to the fact that respondents were not working an eight hour day, fifty week year. In fact, it was the compatability of work hours with their children's school hours that had attracted a great number into food service. Many had gone into their job initially with little educational background; 37.8 percent had not graduated from high school.
   C. The group felt their courses were not only providing them with job development necessary for state certification, they also believed food service courses had been useful in their jobs and the staff had been helpful and encouraging.
   D. The chief deficiency in the curriculum was that it failed to relate to problems encountered by elementary school cafeteria

workers. Future curricula should emphasize advanced skills for already experienced workers rather than introductory material.

3. A.A. Degree Program:

   A. The small amount involved in the program make conclusions very difficult. The relative youth of the group (over half below twenty-five), and mobility negates any conclusions about success of the group. Salaries tended to be either high or low with little middle ground.

   B. The group seemed generally enthused about the usefulness of the curricula in their work and desired additional courses at Bakersfield College. Future curricula should emphasize problems encountered in the food service industry and not deal with theoretical dietetics.

4. Extended Day Program:

   A. Although four courses were included in the food service instrument, Modern Buffet was the only course which had sufficient numbers (27) to have taken the course.

   B. Enthusiasm for all courses taken was great. A large percentage had been able to use the skills at home that they had learned in the courses.

   C. Modern Buffet students were concerned about the size of the enrollment and recommend that food service courses have a realistic maximum so that instructors can work with each student on his or her food preparation skills.

   D. Most respondents indicated high interest in taking more food

service courses; Foreign Foods-Gourmet Cooking and Wines were the two most frequently mentioned areas.

5. Byron Harris received several accolades from students on interest of his courses and realism of the curricula to the food service industry.

Final Recommendations

1. School cafeteria workers should receive course work directly applicable to updating their skills at their particular school sites.

2. The A.A. Degree program hopefully will recruit more students in the future. Numbers involved were not sufficient to engage in a valid follow-up study.

3. Interest in food service courses as an avocation is great. Cooking as a hobby should continue to be explored in evening courses.

4. Per course enrollment should be kept low so the instructor can work more effectively with each student.

Part V.

SAMPLES OF QUESTIONNAIRES, LETTERS, CARDS

Following are samples of letters and questionnaires mailed to Bakersfield College food service students whose responses were measured in this study.

Included are:

1. Letter sent to both cafeteria worker certificate students and A.A. Degree students
2. Questionnaire sent to both of the above
3. Letter sent to extended day students
4. Questionnaire sent to extended day students
5. Data computer card

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Bakersfield College founded 1913

July 26, 1974

Dear former food service student:

Bakersfield College needs your help. We wish to determine the effectiveness of the courses in the food services area. In order to accomplish this purpose, we need your response to the enclosed questionnaire.

Your name on the upper left hand corner of the addressed envelope is for check-off purposes only. Once your name is recorded as having responded, the envelope will be destroyed; so be frank with your responses.

The information derived from the questionnaire will be used to assure that food service students will receive maximum benefit from their classes at Bakersfield College.

Please try to have the questionnaire in the mail by August 24th.

Thank you for your time.

Sincerely,

Byron Harris

Byron Harris
Associate Professor, Food Services

David C. Scott

David C. Scott
Director, Institutional Research

DCS:sh
Enclosures

801 Panorama Drive, Bakersfield, CA 93305 • tel: (805) 871-7120 • Kern Community College District

B A K E R S F I E L D C O L L E G E

Questionnaire - Food Service Management Program
(Hotel & Restaurant Management)

		In the column below please circle the most appropriate response
1.	Sex	Male Female
2.	When completed Bakersfield College program or date last course completed	1969 1970 1971 1972 1973 1974
3.	Age	21 - 25 26 - 35 36 - 50 51 - 65
4.	Type of food service program	Culinary Arts AA Degree Certificate in School Food Service
5.	High school graduate	Yes No
6.	Do you think your high school counseling was adequate?	Yes No
7.	What influenced you to go into food service?	previous experience influence of relative inner motivation high school or college counseling other (please specify)
8.	Are you currently employed within the food service industry (hotel, restaurant, resort, club, institution)?	Yes No
9.	If you are not employed at the present, are you seeking employment within the food service area?	Yes No
10.	Are you employed?	part time full time
11.	If you are employed part time, would you prefer to be working full time?	Yes No
12.	Are you employed in Kern County?	Yes No

13. What is the title of your position?

Manager
Asst. Manager
Chef
Cook
Baker
Waiter/Waitress
Buyer
Dietician

14. What is the approximate annual salary?

Below $4,000
$4,000 - $6,000
$6,000 - $8,000
$8,000 - $10,000
$10,000 - $12,000
$12,000 - $14,000

15. How long have you held your current position?

Less than 1 year
1 year
2 years
3 years
4 years
5 years

16. Have you held other positions between the time you left Bakersfield College and your present position? Yes No

17. If your response is yes, were these positions within the hospitality (food service) industry? Yes No

18. What is the primary setting of your present area of employment?

Resort
Hotel
Restaurant
School
Institution other than school
Club
Catering

19. If you are working in Kern County, would you like to remain in Kern County? Yes No

20. Do you expect to remain in Kern County? Yes No

21. Did your courses at Bakersfield College assist you in functioning effectively in your present position? Yes No

22. Did your courses at Bakersfield College enable you to advance in your present position? Yes No

23. How well did your food service program relate to the actual work you are now doing?

Very well
Satisfactorily
Poorly

24. Course content in the Bakersfield College food service program was

Excellent
Good
Adequate
Poor

25. How interesting or challenging did you find your Bakersfield College food service course work including any field experience or work experience?

Very interesting
Interesting
Satisfactory
Dull

26. Did you feel the food service program staff was supportive when you needed aid and encouragement or advice?

Very definitely
Fair
Poor
No help at all

27. List strong and weak points of the Bakersfield College food service program in your opinion.

28. Are there additional food service courses which you would like to see offered at Bakersfield College?

Yes No

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29. If your response to #28 is yes, please specify the course or courses.

30. If the course or courses were offered, would you take them? Yes No

Bakersfield College founded 1913

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July 26, 1974

Dear friend:

Bakersfield College needs your help. We are trying to determine interest in courses in the area of food services. We are sending you this questionnaire because in the past you have expressed an interest in food preparation and/or wine courses.

Please fill out the enclosed questionnaire and return by August 24th.

Sincerely,

Byron Harris

Byron Harris
Associate Professor, Food Services

David C Scott

David C. Scott
Director, Institutional Research

DCS:sh
Enclosures

801 Panorama Drive, Bakersfield, CA 93305 • tel: (805) 871-7120 • Kern Community College District

B A K E R S F I E L D C O L L E G E
Questionnaire - Food Service Management Program
(Extended Day)

	In the column below please circle the most appropriate response	
1. Sex	Male	Female
2. Are you interested in taking evening courses at Bakersfield College?	Yes	No

In the past, Bakersfield College has offered the following food service courses through the Extended Day program: Modern Buffet, Wine, Foreign Foods, Food Preparation for Men. The following 12 questions are designed to determine your participation in these classes.

3. Have you enrolled in Modern Buffet? If your response is yes, please answer the following two questions.	Yes	No
4. How would you rate the course?	Interesting Satisfactory Dull	
5. Have you been able to use the skills that you derived from the course?	Yes	No
6. Have you enrolled in Wines? If your response is yes, please answer the following two questions.	Yes	No
7. How would you rate the course?	Interesting Satisfactory Dull	
8. Have you been able to use the skills that you derived from the course?	Yes	No
9. Have you enrolled in Foreign Foods? If your response is yes, please answer the following two questions.	Yes	No
10. How would you rate the course?	Interesting Satisfactory Dull	
11. Have you been able to use the skills that you derived from the course?	Yes	No

12. Have you enrolled in Food Preparation for Men? Yes No
If your response is yes, please answer the following two questions.

13. How would you rate the course? Interesting
Satisfactory
Dull

14. Have you been able to use the skills that you derived from the course? Yes No

15. Would you be interested in enrolling in any of the before mentioned courses if they were offered again? Yes No

16. If your response was yes, please specify what course(s) you would take.

17. Do you think additional courses in the foods area should be offered? Yes No

18. If your response is yes, please specify.

UNIVERSITY OF CALIF.
LOS ANGELES
JAN 2 1 1975
CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

Sample Data Computer Card

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B.C. 16-1

DIRECTIONS: THE NUMBER OF EACH QUESTION IS FOLLOWED BY FOUR BUBBLES WITH NUMBERS AND FOUR WITH LETTERS. CHOOSE A NUMBERED WORD (1, 2, 3 or 4) FOR THE FIRST BLANK AND FILL IN THE BUBBLE THAT CONTAINS THAT NUMBER. CHOOSE A LETTERED WORD (A, B, C or D) FOR THE LAST BLANK AND FILL IN THE BUBBLE THAT CONTAINS THAT LETTER.

MARK ANSWERS AS SHOWN IN THESE SAMPLES.

FILL TWO BUBBLES FOR EACH QUESTION. BE SURE THAT THESE BUBBLES ARE OPPOSITE THE NUMBER OF THE QUESTION YOU ARE ANSWERING. MAKE YOUR MARKS HEAVY AND BLACK. USE ONLY THE SPECIAL PENCIL. ERASE COMPLETELY ANY MARKS TO BE CHANGED.

TURN CARD OVER AND CONTINUE ON OTHER SIDE

DOW 19179-B

(CONTINUED FROM OTHER SIDE)

DO NOT MAKE ANY EXTRA MARKS ON THE CARD. DO NOT MARK THE TEST BOOKLET. IGNORE THE HOLES PUNCHED IN THE CARD

FILL BUBBLES WITH HEAVY BLACK MARKS. USE ONLY THE SPECIAL PENCIL. ERASE COMPLETELY ANY MARKS TO BE CHANGED.

J60975